**K-5 ELA Lesson Plan**

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| **Teacher:**  **Powell** | | **Grade: 1st Grade** | | | **Date(s)**: Aug. 28th, 2012 (Day 2) |
| **Unit Title:**  “Wanted! A few good friends” | | | **Corresponding Unit Task: 1**  **Create a song about rules** | | |
| **Essential Question(s): Why is it important for us to give others the opportunity to speak when we are sharing ideas? How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Following Rules by Robin Nelson**  **Chart paper**  **Social studies text books**  **Pencil**  **paper** | | | | **Chores**  **Community**  **Cross**  **Litter**  **rules** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading-First**  **Standards:RL1.1, RI.1.7, RL.1.1,**  **I Can Statement(s): I can learn the rules I need to follow.**  **Instructional Plan: We will review yesterday’s lesson by reading “Following Rules” by Robin Nelson. Teacher will ask the students what are rules for? What are some rules for home? School? Outside? (Write down on chart paper). Teacher will then read Following the rules in the social studies text pg. 37 (after the speaking and listening activity).** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing-Fourth**  **Standards: W. 1.8, L.1.1.2**  **I Can Statement(s): I can review what I have learned by answering questions about the text.**  **Instructional Plan: Teacher will have students answer questions using complete sentences with correct capitalization and punctuation. Questions: Why is it important for people to follow rules and laws? What does it mean to be fair? What are some consequences of breaking a rule?** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study-Third**  **Standards: RL. 1.1**  **I Can Statement(s): I can explain the vocabulary in the text and act out some ways of playing together.**  **Instructional Plan: The teacher will read aloud pg. 38 & 39 and explaining the vocabulary. The students will then act out some ways of playing fairly.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening-Second**  **Standards: S.L1.4**  **I Can Statement(s): I can use illustrations to predict the story.**  **Instructional Plan: I will give each table group a question: 1-Describe what’s happening in the picture. 2-How are the students being fair in the picture? 3- What might happen if someone were to cut in line? 4- How do you feel when someone breaks the rules? (Give a minute to discuss).** | | | | |
| **Closing/Summarizing Strategy** | **Students will answer questions to summarize what they have learned about following rules (see writing section).** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will go home and write down rules that they have at home and talk with someone about them.** | | **Students that cannot write will draw a picture of rules that they have to follow at home and at school.** | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Dibels, independent practice, and summary of following rules. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*